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ABSTRACT

An analysis of Kanji errors made by students of Japanese at International Christian University over a period of a year, as well as answers to a questionnaire on Kanji study, indicate that the learning of Kanji relies greatly on individual work outside of class. A method is presented which uses slides to enable students to study Kanji on their own. On the average, there are six or seven slides to a Kanji, and these are presented in the following sequence: (1) presentation; (2) comparison with similar Kanji; (3) breakdown into components; (4) demonstration of stroke order; (5) use of the Kanji in context; (6) origin of the Kanji; and (7) miscellaneous information. This method is flexible, as it can be used with any text and on any level. Student reaction was favorable to using the slides both for groups and for individual study. (AM)

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SLIDE MATERIALS FOR TEACHING KANJI TO NON-JAPANESE STUDENTS

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I. Introduction

The learning effect of KANJI depends greatly upon the students' individual independent study out of class. The results of error analysis and a questionnaire on KANJI study filled out by non-Japanese students show the necessity of teaching materials for individual independent study and also give useful suggestions for preparing the materials.

According to the results of analysing errors over a period of one year in KANJI used in dictation practice and compositions written by the students of Japaense III course at International Christian University--they are supposed to have learned about 400 KANJI previously--the confusion with other KANJI occupies more than 40% of the total errors.

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Wrong KANJI	56%
Confusion with another KANJI	44%
with KANJI similar in shape	47%
" " " in sound	40%
" " " in both shape and sound	7%
" " " in meaning	6%

The most remarkable finding was the tendency to repeat the same mistakes. Every error was corrected before the dictation or the compositions were returned to the students. Still, they made the same mistakes again.

These findings coincide with those of another study on the problems of learning KANJI by Japanese students done by the National Lnaguage Research Institute, Tokyo, in 1971.*1 In the case of Kyoiku KANJI, Japanese middle school students make more errors in shape than in sound--in other words, writing another KANJI which has the same pronunciation as the KANJI in question but is different in meaning. On the other hand, for non-Kyoiku KANJI, which are not very familiar to the students in their daily lives, othere are more errors in sound than in shape. - In this research, they also found that the students repeated the same mistakes.

The questionnaire was filled out by 63 students who were taking Intensive Japanese, Japanese I to V and Special Japanese courses at ICU.*2 The items which more than 30% of the students marked are as follows.

1.	I am very much interested in learning KANJI.	73%
2.	Learning KANJI is not very difficult for me.	48%
3.	Learning KANJI is very difficult for me.	40%
4.	Writing KANJI is more difficult for me than reading.	71%
5.	I think the stroke order is very important.	46%
6.	I would like to learn the origin of each KANJI.	40%

7. Please explain the meaning of each part of a KANJI as much as possible. 55%

8. I need more exercise with KANJI. Ex.Comparison between similar KANJI. 63%

9. It will be helpful if I can use A-V materials after the class is over.(Except Intensive J. students.) 31%

10. I don't need instruction by a teacher. Watching VTR for teaching KANJI is enough. (Intensive J. students only.)*3 45%

11. Please give dictation more often. 55%

12. Exercises to speed up my reading would be helpful. 67%

13. I would like to learn KANJI at my own pace.*4 30%

These results suggest that

1. more emphasis on guidance to avoid confusion with other similar KANJI is necessary.
2. in the process of learning one KANJI, the student's correct writing of it should be checked several times from various angles.
3. some cue which will be helpful in remembering the KANJI should be provided.
4. the students' high motivation in learning KANJI should be encouraged so that there is more learning effect.
5. for those who can communicate orally in Japanese without difficulty, individual independent KANJI courses may be preferable.(cf. Note on item 13 of the questionnaire.)
6. exercises to speed up reading should be provided. Accord-

ing to my previous findings,[*5] clusters of KANJI form the core for eye movements in silent reading by both Japanese and non-Japanese students. If the perception of KANJI is speeded up, it may also affect reading speed.

As a material to meet the students' need mentioned above, I have been making slide materials and using them experimentally since the Spring Term 0f 1976. On an average there are about six or seven slides for each KANJI. One slide costs approximately 15yen.

film	minicopy
developer	copinal
fixer	Fuji Fix
mount	Fuji paper mount
negative	Connon Kalvar film type 103
camera	Nicon F
lighting	two 500W bulbs

II. Sequence for the Slides

The basic sequence for the slides for each KANJI follows an analysis of the teaching process in the classroom.

1. Presenting a KANJI, its meanings, ON and KUN readings.
--Presentation slide
2. Comparing with other similar KANJI (in shape or in sound).
--Comparison slide
3. Breaking it down into components and giving th e meaning of each component(if possible). --Component slide
4. Showing its stroke order. --Stroke-order slide

5. Giving words or sentences using the KANJI.--word slide

6. Showing its origin(if it is useful in remembering the KANJI). --Origin slide

7. Giving other necessary information, if there is any. --Information slide

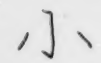
Ex. Common mistakes in shape.
Alternative form.

As a principle, seperate information is given on seperate slide. From 2 through 5 above, quiz slides using 4-choice multiple-choice question are inserted when necessary.

III. Characteristics of the Slides

The slides have the following characteristics.

1. The series of slides for each KANJI are independent and can be used in combination with any textbook and for any lesson. Most of the textbooks or other guide books for learning KANJI give a number to each KANJI. If the number is written on the slide mount, it can be easily picked up.

Ex. 

S 24	Sakade No.24
N 42/0	Nelson No.42/0
O 33	O'Neill No.33
I 10	ICU No. 10
W 84	Waseda No.84 *6

2. They can be used for any level of students since any combination of KANJI is possible. You can combine easy KANJI for beginners, difficult ones for advanced students or similar ones

for review courses.

3. They can be used for both independent, individual study or for group study with a teacher.
4. According to the purpose, several other flexible uses are possible.

   Ex. Using the quiz slide only.
   Using the comparison slides only.
   Using the presentation slides as flash cards.

IV. Experimental Use for Group Study

In order to learn the students' reactions, the slides were tried in the classroom before using them for individual study. Eighty slides for about 15 KANJI were shown to 8 to 10 students of the Japanese III course using Kodak Ektagraphic Slide Projecto Model E and a small screen in an ordinary classroom. Although the slides had been prepared for individual study use, several advantages for group study were also observed.

1. The teacher is relieved of writing the KANJI on the black-boad. He can give individual guidance while showing a slide on the screen.
2. Using the slides saved the time normally used for writing the KANJI on the blackboad(presentation, stroke order etc.). The students can learn more KANJI in the same length of time. Actually about one-third of the classroom time was saved by use of the slides.
3. Since the slides can be prepared when the teacher is free from teaching, all the necessary information is presented without fail. Sometimes, in the classroom situation, the

teacher may forget to put some of the information on the boad.

4. The quality of teaching can be maintain at a high level even by an inexperienced teacher.
5. If the students copy the slides in their notebooks, they can used them as KANJI sheets to be reviewed at home.
6. Drill for rapid recognition of KANJI can be given by using the slides as flash cards.

The students'reactions were generally in favor of using the slides.

1. They prefered the slides to guide books as more information or cues were given to reinforce their memory(the meaning of each component or origin of the KANJI etc.). They thought that the information on the slides would be useful for retention.
2. They thought the comparisons with other similar KANJI were most useful.
3. They wanted to have pre-prepared similar types of KANJI sheets so that they could study KANJI at home independently.

V. Experimental Use for Individual Study

The teacher selects a set of slides according to each student's needs and leaves them with a projector and a screen in a room. The student watches the slides when he has time, operating the projector himself. The teacher checks later by means of dictation or a written test to see if the student has really mastered the KANJI taught by the slides. This is the

simplest way to use the slides for individual study. The problems of students whose ability in Japanese is unbalanced--strong in speech but weak in KANJI, e.g. the non-Japanese students educated at American schools in Japan or Japanese students raised abroad--can be solved in this way.

Another method for individual study, however, has been going on at ICU with the cooperation of the staff of the computor center. A Kodak RA960 projector has been combined with a terminal of the computor, Tosbac 40, with a sc een and a keyboad. A slide, enlarged to approximately 30 X 40 cm, is projected on the wall of the room. The student comes to the computor room when he is free and studies 80 slides at one time just as in the case of the group study. By pushing the necessary keys on the keyboad, he can control the projector and watch the slides he wants to see as long as and as often as he desires. After each lesson he is given dictation. He examines the results of his dictation himself and, if necessary, he can watch the slides again. Later he consults with the teacher about the errors he made in the dictation. Mid-term and final examinations are also given, but they are checked only by the teacher. His study progress and the exposure time of each slide are recorded by the computor. According to questionnaires filled by the students who tried this type of study, all were in favor of it. They mentioned about the same points as did the students in the group study experiment.

Since September 1976, one student has been taking a review course assisted by the computor. The number of the students who want to try this course has been increasing. Due to limited mechanical facilities, unfortunately, we have not, up to the present, yet collected data which is suffice to enable us to discuss the effects. However, efforts to provide a regular computor assisted course either for review or clinical use by the next academic year have been made and we are quite satisfied with the results we have got so far.

VI. Problems

1. The validity of each slide and the sequence for the slides should be carefully checked.

   A. The comparison slide

      The comparison slide is given after the presentation slide. More effect may possibly be expected by placing it at the end of the slide sequence.

      Is it necessary to avoid showing KANJI not yet learned? Common mistakes should not be shown because the students may learn these mistakes? Or should they be shown to explain why they are wrong? These points, which have been discussed in the field of educational psychology, should be examined specifically i. the learning process for KANJI by non-Japanese studnets.

   B. The component slide

      In the present sequence of slides the components are shown in relation to the stroke order. But there are several conpoments which cannot be shown using this

principle.

C. The stroke-order slide

The standard stroke order should not be forced upon left-handed students too strongly.

2. Although the students put high value on the comparisons with similar KANJI, their effect should be studied according to the ability levels of the students. Contrary to their expectations, there is a danger that it may actually confuse the students of lesser ability.

3. Some students pointed out that the quizes were too easy. The order of the slides follows a process from recognition of a KANJI to reproduction of it and the quiz slide immediately follows the prresetation of each step. The quality of the quizes and their position in the sequence should also be studied.

4. In group study, some students complained that their eyes got tired. When slides are shown to a small audience using a very small screen, it is not necessary to make the room very dark. But some steps should be taken to avoid this problem.

In the near future, when regular compoutor courses are offered, several experimental studies to solve these problems should be carried out.

The outline of this paper was given at the 15th Annual Conference of the Society for Teaching Japanese as a Foreign Language in September, 1976.

Notes:

1. The National Lnaguage Research Institute. 1971 Research on the Aquirement of Chinese Characters by Middle School Students. Research Report XXXVI. Shuei-do Shuppan, Tokyo
2. Intensive Japanese 23 class hours a week
   Japanese I to V 10 " " "
   Special Japanese 3 " " "
   (A special KANJI course for those who can speak Japanese without difficulty.)
3. VTR is used for teaching KANJI in the Intensive Japanese course.
4. Most of the students who take the Special Japanese course marked this item.
5. Ishida,T. and Koyama,Y. 1971. "On the Reading Process of Non-Japanese Students--Analysis of Eye Movements by Eye Camera", Report at the 10th Annual Conference of the Society for the Teaching of Japanese as a Foreign Language.
6. Sakade,F. 1974 Reading and Writing Japanese, C.E.Tuttle, Tokyo.

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Waseda University. 1972. Elementary Japanese for Foreign Students, Tokyo.